

Gourmet Outdoor Cook IPP

Girl Scouts of Central Maryland
Gourmet Outdoor Cook Interest Project Patch

Requirements:

Complete 2 Skill Builder activities, 1 Technology activity, 1 Service Project activity, 1 Career Exploration activity, and 2 additional activities.

You must complete the 2 starred activities.

SKILL BUILDERS

*1. Demonstrate your knowledge of basic skills needed to cook in the out of doors. Include fire and cooking safety rules, hand wash station set-up, cook site set-up, dish washing, characteristics of hard and soft firewood, different kinds of cooking fires and there uses.

Resource: (Outdoor Education in Girl Scouting, pp 36-41, pp 48-58; 166-167)

2. Learn and understand the progression of outdoor cooking skills and the food pyramid (Resource: Cadette Girl Scout Handbook pg. 61). Using your knowledge, plan balanced meals for (1) a weekend camp out at a fixed location and (2) a weekend backpacking trip. Be sure you know how to select, pack, handle and store foods safely for an outdoor setting.

*3. Find and prepare at least one recipe from each of the steps in the cooking progression:

- (1) Uncooked recipe such as gorp or a walking salad
- (2) Recipe using heated water such as cocoa, mulled cider or dehydrated soup
- (3) One pot meal
- (4) Skillet cooking
- (5) Baking in a Dutch oven
- (6) Baking in a box oven
- (7) Simple stick cooking such as cooking dough boys or toasting marshmallows
- (8) Cooking with a vagabond stove, or in foil packets or a tin can
- (9) Advanced stick cooking such as kebabs or pigs-in-a-blanket
- (10) Novelty cooking using preparation techniques such as a wok, pie irons, tripod cooking, containerless cooking, solar cooking, etc.

Resource: Outdoor Education in Girl Scouting, pp 48-56

4. Learn the names of at least 10 herbs and spices and how they are used. Prepare at least 2 dishes that emphasize herbs and spices. Learn how to garnish and present food attractively. Try serving green eggs or blue mash potatoes and see how that affects your perception of taste. Present healthy food to a younger group in a fun way (for example using peach/ pear halves garnished with raisins, carrot curls, etc. to look like a face or outer space or underwater creatures).

Resource: Outdoor Education in Girl Scouting, pp 38-40

5. Learn how to select and prepare foods to be used for backpacking. Plan meals for a backpacking weekend. What kinds of food are the lightest to carry? List some appropriate foods that can be found in your local supermarket. What kinds of stoves and fuel are appropriate? (Outdoor Education in Girl Scouting, pp 48-53) How can safe water be obtained? (Outdoor Education in Girl Scouting, pp 36-37)
6. Learn how to identifying edible and non-edible plants.

TECHNOLOGY

1. Develop your own multi-media resource list of cookbooks and other already prepared materials that could be useful in planning outdoor cooking. Go to your local library, bookstore, video store, school library, community or troop resources. Where possible, find resources available on the World Wide Web. Tapes and videos may also be available.

Resource: Outdoor Education in Girl Scouting, pp 173-175)

2. Learn about the different kinds of equipment that can be used for outdoor cooking or preparation such as different kind of cooking stoves and fuels, water filters; chuck wagon box, universal handle, dehydrator, Dutch oven, etc.

Resource: Outdoor Education in Girl Scouting, pp 36-37; pp 48-56

3. Using minimal impact outdoor skills, learn environmentally safe methods of cooking in the out of doors. How can you make a campfire in a non-permanent location? Why are old-fashioned cooking techniques such as hay hole cooking not used much any more?

Resource: Outdoor Education in Girl Scouting, p 60-61, pp 150-157

4. Make a solar oven and use it to cook something such as a hot dog. Make a solar still to collect water or make sun tea.

Resource: Outdoor Education in Girl Scouting, pp 55-56

SERVICE PROJECTS

1. Plan and prepare at least one meal for a camporee, encampment, multi-troop event, day camp staff or other large group. Be sure to provide a balanced meal using safe food handling techniques.

Resources: Outdoor Education in Girl Scouting, pp 36-41

2. Create your own camping recipe book to be used as a resource. Include recipes using different cooking techniques. Be sure your recipe book has a cover, a title page, table of contents, section title pages and a resource list. Share your book with others by making copies available to other troops or service units, by using it in your work with younger girl troops or in some other manner that provides service to your community.

3. Teach fire building to a group using edible fires.

Resources: Outdoor Education in Girl Scouting, pp 56-58

4. Help a younger group plan meals for a camping trip paying attention to the food pyramid and cooking progressions.

CAREER EXPLORATION

1. With the increasing popularity of the outdoor classroom, explore career possibilities in recreation, ecology, education, and outdoor adventure. Learn about jobs in the outdoors such as outfitter, camp cook, camp counselor, camp director, camp administrator, program specialist, site manager, and others.
2. Learn about career possibilities in our local, state, and national parks.
3. As part of other prerequisites, you may have become a teacher. What do teachers and performers have in common? Talk with at least two teachers and find out what skills they use to inspire and keep group interest. Find out if they use songs, drama, storytelling, or hands-on activities to keep interest levels high and to reinforce learning. What good teaching techniques did you use?
4. Visit a commercial kitchen such as a restaurant or fast food location and discuss food preparation with the professionals there.
5. Interview an outfitter and find out how they select and prepare foods to be used in the outdoors. What outdoor cooking techniques do they use? What preparation did they have for their job?
6. Find out about the training required to become a nutritionist or dietician. If possible, interview one and find out what she/he does that impacts the lives of others.

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